



"The Metric Commission has granted use of the National Symbol for Metric Conversion"

Ex dibris universitates albertaensis



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a

b

C

a

b

C

a

b

C

a

b

C

10. 9

8

6

11. 6

15. 8

9

12. 2

2705473

a

Find the answers. Watch out!

3. 13 marbles. He lost 5.

5. 3 fish are striped. 8 are plain. How many fish in all?

- 7. 2 red marbles. 9 yellow marbles. 4 green marbles.
- 9. 6 tabby cats. 9 black cats. How many in all? 15

- 4. 7 balloons. 9 more balloons.
- 6. 6 large shirts. 5 small shirts. 5 medium shirts. How many shirts in all? 16
- 8. 11 kites. 7 were torn. How many remain?_
- 10. 14 dogs. 5 ran away. How many remain?

Subtract.

a

b

a

b

C

C

3

a

b

C

a

b

C

14 14.

17

a

b

d

tens ones

tens ones

4. 2 2

tens ones

tens ones

Try these.

5. 30 boys.

40 girls.

6. 20 red balls.

30 green balls. 40 yellow balls.

How many in all?___

7. You have 45. I have 51.

How many all together? 96

8. 26 in a box. 42 in a bag.

How many in all? 68

17. Paula had 4 boxes of ten and 6 more.
Paul had 2 boxes of ten and 8 more.
How many did they have in all?

Subtract.

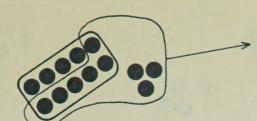
a

b

Subtract.

Rename. Then subtract.





1 13 2 3 First rename. Then subtract.

a

b

d

2.

5 0

4. 30 birds. 8 flew away. How many remain? 22

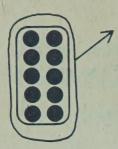
6. 51 stamps. You use 6.

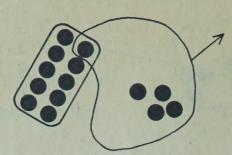
How many remain? _

5. 44 children. 9 left. How many remain? 35

7. 73 fish. 6 were caught. How many remain?_ Rename. Then subtract.







a

b

C

d

е

Try these. Look at the signs.

Practise adding and subtracting. Look at the signs.

a

t

C

d

е

Add these.

Subtract these.

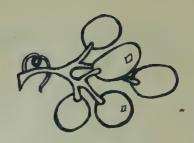
Watch out for these. Look at the signs.

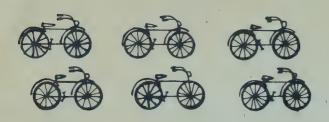
1. How many bunches of grapes? _______

How many grapes on each bunch? _______

How many grapes in all? _______



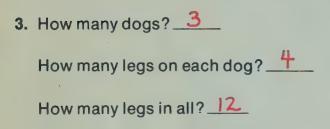




2. How many bicycles? ______

How many wheels on each? _____

How many wheels in all? _______







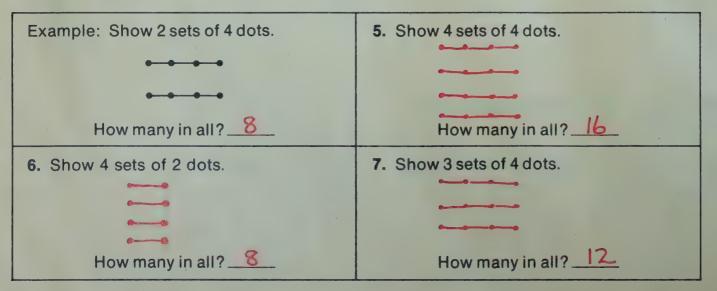


4. How many triangles? 3

How many corners on each? 3

How many corners in all? 9

Make some arrays.



a

1.
$$2 \times 4 = 8$$

2.
$$4 \times 5 = 20$$

3.
$$3 \times 0 =$$

4.
$$1 \times 5 = 5$$

5.
$$6 \times 3 = 18$$

6.
$$2 \times 2 = 4$$

7.
$$6 \times 1 = 6$$

8.
$$0 \times 4 = 0$$

9.
$$3 \times 9 = 27$$

10.
$$5 \times 6 = 30$$

11.
$$8 \times 0 =$$

12.
$$4 \times 1 = 4$$

13. 6 peaches.Each costs 5¢.Total cost

- 16. 5-cent stamps.8 of them.They cost 40 ¢.
- 19. 7 marbles.2¢ each.Total cost

b

$$3 \times 3 = 9$$

$$0 \times 7 = \bigcirc$$

$$8 \times 4 = 32$$

$$9 \times 2 = 18$$

$$3 \times 7 = 21$$

$$5 \times 5 = 25$$

$$8\times 3=\underline{24}$$

$$4 \times 7 = 28$$

$$2 \times 9 = 18$$

$$5 \times 0 =$$

14. 4 plums. Each costs 8¢.

Total cost

17. 9 nickels are

20. 3 pencils. 9¢ each. Total cost

C

 $2 \times 1 = 2$

 $5 \times 3 = 15$

 $7 \times 5 = 35$

 $5\times8=40$

 $6 \times 4 = 24$

 $7 \times 2 = 14$

 $9 \times 5 = 45$

 $3 \times 6 = 18$

 $0 \times 6 =$

 $1 \times 9 = 9$

 $5 \times 7 = 35$

 $9 \times 4 = 36$

$$4\times 9=\underline{36}$$

d

$$8 \times 5 = 40$$

$$4 \times 6 = 24$$

$$3\times8=24$$

$$7 \times 4 = 28$$

$$3 \times 5 = 15$$

$$5 \times 9 = 45$$

$$7 \times 3 = 21$$

$$4 \times 3 = 12$$

$$9 \times 0 =$$

$$6 \times 5 = 30$$

15. 8 figs.3¢ each.Total cost

18. 0 nickels are

21. 2 erasers. 8¢ each. Total cost

1. $1 \times 6 = 6$

2.
$$2 \times 1 = 2$$

3.
$$4 \times 5 = 20$$

4.
$$2 \times 7 = 14$$

5.
$$3 \times 7 = 21$$

6.
$$5 \times 8 = 40$$

7.
$$3 \times 9 = 27$$

8.
$$4 \times 8 = 32$$

9.
$$9 \times 0 =$$

10.
$$9 \times 3 = 27$$

11.
$$2 \times 4 = 8$$

12.
$$8 \times 5 = 40$$

$$5 \times 3 = 15$$

$$4 \times 7 = 28$$

$$6 \times 5 = 30$$

$$2 \times 6 = 12$$

$$9 \times 4 = 36$$

$$5 \times 4 = 20$$

$$2 \times 5 = 10$$

$$2 \times 0 = \bigcirc$$

$$5 \times 7 = 35$$

$$6 \times 4 = 24$$

$$7 \times 4 = 28$$

$$4 \times 4 = 16$$

d

$$1 \times 7 = 7$$

$$3 \times 6 = \boxed{8}$$

$$2 \times 9 = 18$$

$$7 \times 5 = 35$$

$$8 \times 4 = 32$$

$$6 \times 2 = 12$$

$$9 \times 5 = 45$$

13. 3 swings.

3 boys at each swing.

15. 2 boxes.

8 pens in each.

______pens in all.

16. 4 cartons. 6 eggs in each.

24 eggs in all.

14. 5 boxes.

8 balls in each box.

How many balls? 40

17. 2 feet.

5 toes on each.

_______toes in all.

18. 4 girls.

Each girl has 3 dogs.

How many dogs? 12

19. 5 teams.

7 people on each team.

35 people in all.

1. Complete this chart.

	thousands	hundreds	hundreds tens		
2378	_2_	3	7	8	
4259	4	_2_	_5_	9	
6470	6		7_	0	
5004	_5	0_		4	
362		_3_	6	_2_	
6000	_6_			0	

Write > or < to show how the numbers relate to each other.

a

2. 306 (<) 603

b

36 (41

C

51 (>) 15

d

536 < 563

3. 751 (>) 715

97 (<) 111

123 (<) 321

807 (<) 870

4. 6843 **<** 8643

9356 (9365

3678 (<) 3768

7735 (<) 7753

Look at each number. Write a number that is greater. Answers will vory.

а

5. <u>58</u> > 57

102 > 101

562 > 561

6. <u>625</u> > 624

<u>539</u> > 538

922 > 921

7. 406 > 405

301 > 300

_____ > 10

8. 3001 > 3000

6275 > 6274

9211 > 9210

Look at each number. Write a number that is less. Answers will vary.

a

9. 14 < 15

b

<u>75</u> < 76

С

236 < 237

10. 508 < 509

<u>324</u> < 325

419 < 480

11. <u>799</u> < 800

199 < 200

604 < 605

1. 50 + 20 70

37 + 10 + 7

1.

811

2 5 3 + 1 7 4 4 2 7 Add ones. Add tens. Add hundreds.

a

11 1 1 10

C

n | 1 | 0

hitlo

199+591

6.

hitle 2 3 6 + 4 1 7 53 Add ones. Add tens. Add hundreds. d

6 3 2 1.

a

b

C

5 5 7

h|1|0

472 3. + 407

1 2 6 6. + 869

1. Add 36 to each number.

Example

2. Add.

Add.

a

b

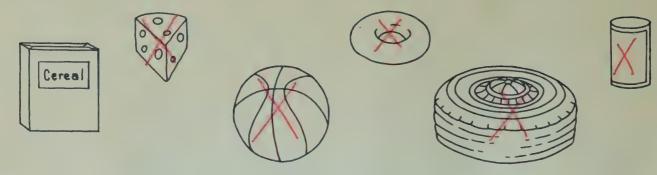
C

d

е

7

1. Place an X on each object that has a curved surface.



- 2. How many flat surfaces does this box of sugar have?
- 3. How many curved surfaces does it have?
- 4. How many edges does it have?
- 5. How many sharp points does it have?
- 6. How many sharp points on the box have three edges meeting?









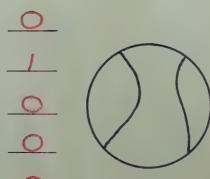




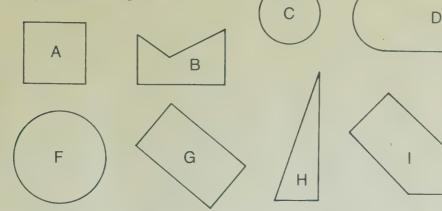


- 7. How many flat surfaces does this cone have?
- 8. How many curved surfaces does it have?
- 9. How many edges does it have?
- 10. How many sharp points does it have?
- 11. How many sharp points on the cone have three edges meeting?

- **12.** How many flat surfaces does this tennis ball have?
- **13.** How many curved surfaces does it have?
- 14. How many edges does it have?
- 15. How many sharp points does it have?
- 16. How many sharp points on the tennis ball have three edges meeting? _____



1. Look at these figures.



- a Which of these figures are rectangles? A, G
- c Which of these figures are triangles?

- **b** Which of these figures are squares?
- **d** Which of these figures are circles? C, E, F
- 2. Write how many sides each figure has.



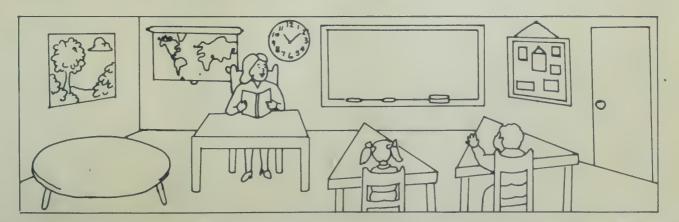
B ______

C ____

D _____

E O

Sue made a drawing of her classroom.



- 1. What shapes in the classroom look like rectangles? Example: chalk board
- 2. Which shapes in the classroom look like squares? Example: bulletin board
- 3. What shapes in the classroom look like circles? Example: clock
- 4. What shapes in the classroom look like triangles? Example: pupil's desk

Subtract.

а

b

C

d

е

f

g

Subtract.

a

b

C

d

е

Subtract.

a

1. 8 6 - 3 5 5 J b

С

d

e

2. 4 8 - 1 6 3 2

7 1 - 7 0

7 8 - 1 8 7 5 - 5 5 2 0

3. 9 6 - 9 1 5 4 - 1 3

6 7 - 3 1

2 1 - 1 1

4. 9 8 - 1 6 8 2 2 6 - 2 1 3 1 - 3 0

9 3 - 8 2

Subtract.

a

1. 17 1 - 9 0 b

С

14 7

d

12 8 - 8 5 е

2. 17 4 - 8 2

16 6 - 7 3 9 3 12 4 - 8 0 10 7 - 2 0 8 7

13 6

3. 12 7 - 6 3 14 6 - 7 4 - 7 2

15 7 - 6 2 - 7 5 13 3 - 5 0 8 3 14 5

4. 16 5 - 9 5 10 9 - 9 8

11 9

15 7 - 6 1

14 8 - 6 2

Subtract. The renaming is done for you.

a

b

C

d

e

f

Now you do the renaming.

Subtract. The renaming is done for you.

Your turn to rename again.

- 1. You had 94 cents. You bought a toy for 69 cents. Can you also buy a toy airplane that costs 31 cents? No
- 3. Sam has to work one hour. He has worked 35 minutes. How many minutes does he still have to work? 25
- 5. There are 64 children. 35 are girls. How many are boys? 29

Don't subtract. Just rename.

- 2. You had 53 cents. You bought a card for 39 cents. Can you also buy a comic book for 12 cents?
- 4. It took Greta 81 seconds. It took Marie 74 seconds. How many seconds faster
- 6. Sue planted 75 seeds. 56 grew.

Example

C

d

Rename. Then subtract.

b

d

8 7

C

Subtract. The renaming is done for you.

а

b

C

d

е

Subtract. You have to rename these yourself.

a

b

C

d

е

hitle

Subtract.

2. 937 - 78 853

735
- 21
- 714

3. 534 - 47 - 587

920 - 67

4. 3 6 8 - 6 9 2 9 9

5 6 2 - 8 9 5 73

Complete this subtraction puzzle. Subtract the number on the left from each number across the top.

_	572	208	940	636	
39	533	169	901	597	
7:7	495	131	863	559	
94	478	114	346	542	

Subtract.

a 1. 4 6 0 - 7 0

e 612 1/21 - 90 631

2. 3 1 5 - 2 9 2 8 6

5 14 17 3. 6 5 1 - 7 9 5 78

4. Jay did four problems. Mark an X on those problems that are wrong.

a 2 16 17 7 7 6 6 2 7 1

c 9 2 0 - 5 0 8 7 0

Try these.

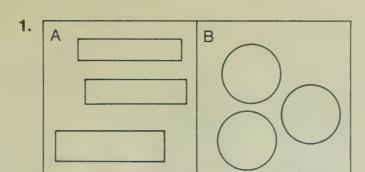
1. 1 3 - 8 - 5 2. 5 1 - 4 + 7

4. A 2 - 1 7 - 2 5 5. \$ A - 1 5 3 9

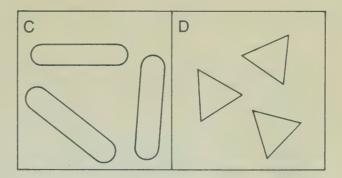
6. 3 A - 2 7 7

7. 16 2 - 7 4 8 8 8. 14 6 - 7 7 - 7 7 9. 14 11 - 8 4 - 7 10. # A 5 - 6 3 - 6 3

3 13 11. A 8 8 - 5 4 3 8 4 12. 2 5 6 - 7 5 13. 2 6 8 - 7 8 1 8 5 14. 5 8 5 - 6 9 + 6 6 7 13 12 15. 8 A /2 - 5 3 7 8 9



a Which shapes fit together better, A or B?



b Which shapes fit together better, C or D?



Make a square-corner tester. Take a small sheet of paper.

Fold it.



Now fold it again so that the fold goes over on itself.



2. Use your square-corner tester to answer these questions.



a How many corners does this shape have?



c How many corners does this shape have?

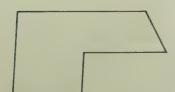


b How many square corners does it have?



d How many square corners does it have?

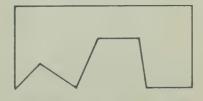




e How many corners does this shape have?



f How many square corners?



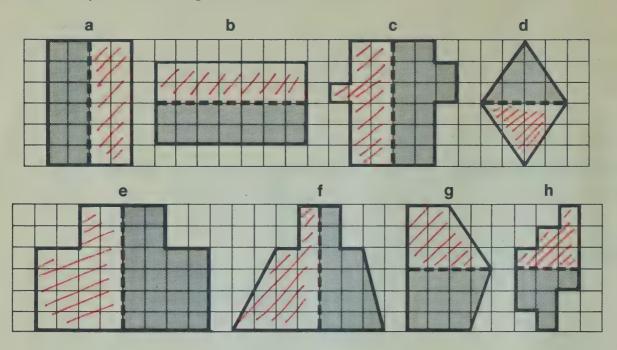
g How many corners does this shape have?



h How many square corners?

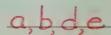


1. Shade the part of each figure that is not shaded.

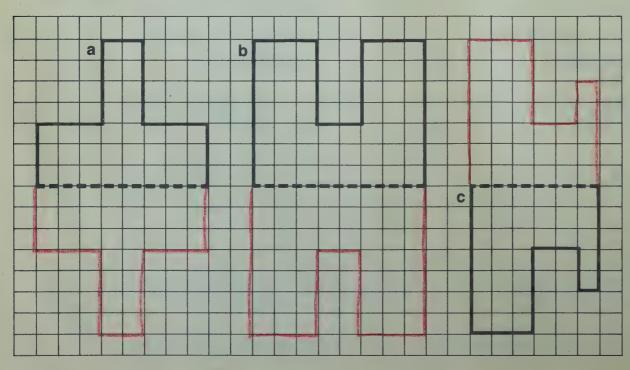


2. Look at the two shaded parts of each figure above.

In which figures do the parts match? a,b,d,e

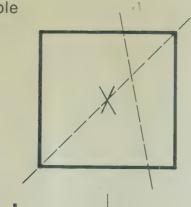


3. Draw a matching part for each figure. Pretend the dotted line is the fold line.

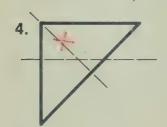


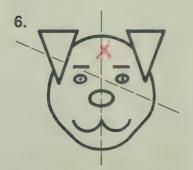
Place an X on the line of symmetry for each figure.

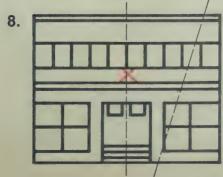
Example

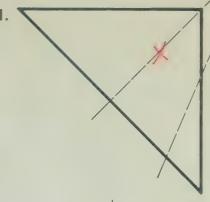


2.





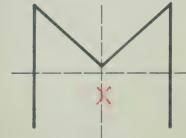




3.



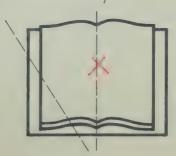
5.



7.



9.



1. Draw an array for each problem. Write the product.

C

7 \times 6

Multiply.

d

е

g

1. Complete this table.

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	2.1	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Use the table to answer these questions.

2. 12 is the product of

3 and 4, 4 and 36 and 2, 2 and 6

4. 18 is the product of

2 and 9, 9 and 2 3 and 6, 6 and 3

6. 16 is the product of

2 and 8, 8 and 2 4 and 4

8. 56 is the product of

3. 24 is the product of

3 and 8, 8 and 3 4 and 6, 6 and 4

5. 36 is the product of

4 and 9, 9 and 4
6 and 6

7. 63 is the product of

 $\frac{7}{2}$ and $\frac{9}{2}$, $\frac{9}{2}$ and $\frac{7}{2}$

9. 42 is the product of

<u>b</u> and <u>7</u>, <u>7</u> and <u>6</u>

a

1. 2

b

d

3. 5

5 × 2

0

2 × 5

а

5. 2

C

d

5

9

8

a

13. 7

b

5

a

b

C

d

6

9

d

10. 1
$$\times 7$$

6

6

6

11. 2

8 × 3

a

C

b

$$\begin{array}{c}
31 \\
\times 4 \\
\hline
124
\end{array}$$

Try these. Draw lines between the places if you need them.

а

b

С

d

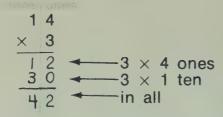
е

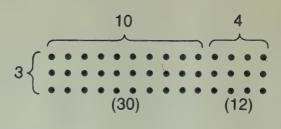
2.

9 0 × 8

f

3 1





а

b

C

d

е

Multiply.

b

d

Multiply.

1. Complete this chart.

If each room has this many people	3	4	5	6	7	8	9
a how many are in 2 rooms?	6	8	10	12	14	16	/8
b in 8 rooms?	24	32	40	48	56	64	72
c in 10 rooms?	30	40	50	60	70	80	90
d in 14 rooms?	42	56	70	84	98	112	126
e in 20 rooms?	60	80	100	120	.140	160	180
f in 30 rooms?	90	120	150	180	2/0	240	270

Do your work here.

2. Use >, <, or = to make each sentence true.

a
$$4 \times 18$$
 \nearrow 2×19

$$\mathbf{b} \cdot 3 \times 35 \bigcirc 3 \times 36$$

d
$$2 \times 68 = 4 \times 34$$

f
$$7 \times 54 = 6 \times 63$$

Do your work here.

3. Multiply.

6 ×8 48

Ring the larger number in each pair.

a

1. 5 or 7

b

10 or 9

C

100 or 98

d

2022 or 2202

- 2. 23 or 32
- 233 or 332
- 5155 or 5515
- 1403 or 1340

- 3. Tell the value of the digit.
 - a 234 What is the value of the 3? 30
 - **b** 561 What is the value of the 5? 500
 - c 615 What is the value of the 5?
 - d 6452 What is the value of the 4? +00
 - e 4625 What is the value of the 4? 4000
 - f 2546 What is the value of the 4? 40
 - g 3707 What is the value of the 0? otens
 - h 5021 What is the value of the 0? ohundreds
- 4. Write a number for each of these.
 - a Use any five different digits. Write the largest number you can. 98 765
 - b Use any five different digits. Write the smallest number you can. 10 234
 - c Use any six different digits. Write the smallest number you can. 102 345
 - d Use 7, 5, 3, 0, and 0. Write the smallest number you can that is greater than fifty thousand.
 - 50 037
 - e Use 9, 9, 8, 7, and 7. Write the largest number you can that is less than eighty thousand.

79 987

Add.

a

b

C

d

f

g

$$\frac{9}{\frac{+3}{2}}$$

Subtract.

a

b

С

d

е

1

Compute.

а

b

С

d

е

f

Add.

b

C

d

Subtract.

C

d

Compute.

b

Add. Part of the problem is done for you. Just finish it.

a

b

C

d

е

Add. Now you must do all the work.

went? 91

take? __65__

they see? 65

in all? 94

Practise.

а

b

C

е

2. 6 3 + 4 2 1 0 5

Subtract. The renaming is done for you.

a 3 /4 1. 4 4 - 3 8

e 3 /0 4 Ø - 1 2 2 8

Subtract. Now you must do the renaming.

3. 4 8 - 1 9 2 9

4. 7 8 - 4 4 2 9

5. 8 0 - 2 6 - 4

Subtract.

a

b

C

d

е

1. 172 - 20 152

2. 1 5 6 - 3 8 1,2,6

5 14 1 6 A

59

1 8 6 1 9 0 7 1 3 8

> 1 9 9 - 9 3

166

190

1,5 3

191

Add.

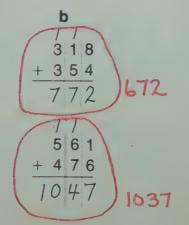
a

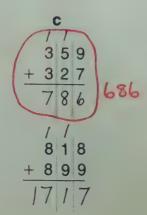
C

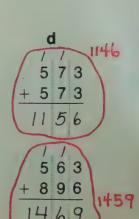
d

е

Look at John's work. Ring the problems with the wrong answer. Then give the right answer.

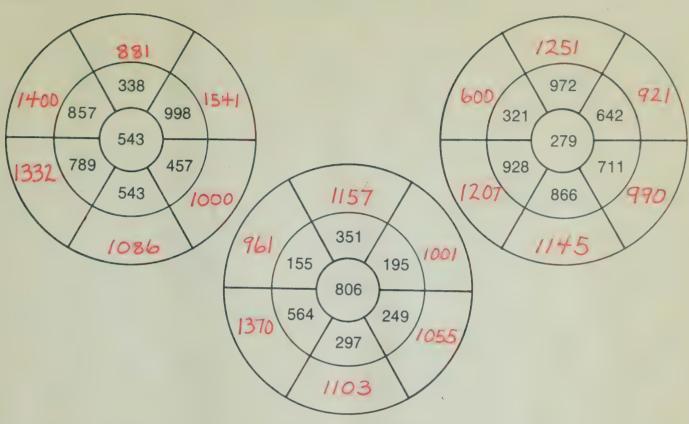






NAME

Add.



Complete this addition puzzle. Add the number on the left to each number across the top.

+	598	866	291	312
473	1071	1339	764	785
688	1286	<i>1554</i>	979	1000
709	/307	1575	1000	1021

Add.

a

3 5 0 4 + 3 3 9 2 6 8 9 6 b

2 2 5 1 + 5 0 4 4 7 2 9 5 C

7 4 8 3 + 1 7 1 2 **9** / **9** 5 d

6 6 6 8 + 2 0 2 4 8 6 9 2 Check these subtraction problems. Ring the wrong answers.

1.
$$835$$
 343 $\frac{-492}{343}$ $\frac{+492}{835}$

Subtract. Check your answers.

1. Arrange each set of three numbers so that you have a correct addition problem and a correct subtraction problem.

Example

a 988, 154, 834

b 483, 318, 801

c 476, 675, 199

1. Look at the number 7531.

b What is the value of the digit 5? ______

d Is 7531 the largest number that can be written with these four digits?

2. Ring the smallest number in each set of numbers.

a 634 or 436

b 731 or 713

c (5687) or 5786

d 59 or 61 or 43

e 800 or 600 or 1000

f 843 or 834 or 438

3. Compute. Look at the signs.

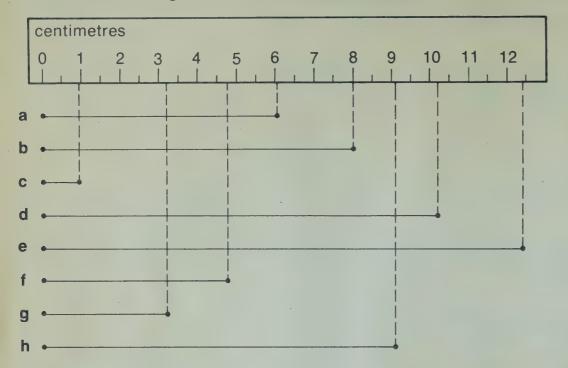
234 +254 488 b 934 -621 313

756 +237 d 561 -343 218

e 640 -527 113

f 4348 +2235 6583 900

h 2468 +1254 3722 1. Measure each segment to the nearest centimetre.



a 6 cm
b 8 cm
c 1 cm
d 10 cm
e 12 cm
f 5 cm
g 3 cm
h 9 cm

2. Answer each of these questions.

10 mm = 1 cm

a 20 mm = ____ cm

b 30 mm = _____ cm

c 90 mm = ____ cm

d 40 mm = _____ cm

e 1 cm = _____ mm

f 3 cm = _____ mm

g 8 cm = 80 mm

h 10 cm = 100 mm

i 70 mm = ____ cm

j 7 cm = 70 mm

k 2 cm = ____ mm

1 50 mm = ______ 5 cm

3. Rewrite using only centimetres.

1 m = 100 cm

a 1 m 41 cm = _____ cm

b 1 m 15 cm = 115 cm

c + m = 491 cm = cm

d 2 m 26 cm = 226 cm

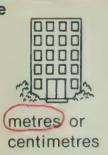
1. Ring the unit of measure that you should use to measure the things pictured below.

a



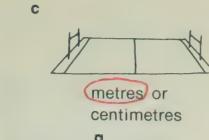
millimetres or centimetres

e





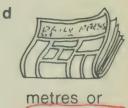
kilometres or centimetres



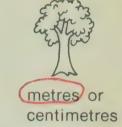
g



metres or kilometres



centimetres



2. Use this chart to answer each question.

centimetre metre kilometre

metres or

kilometres

(100 cm) (1000 m)

300 a 3 m = 1cm

500 $b \, 5 \, m =$

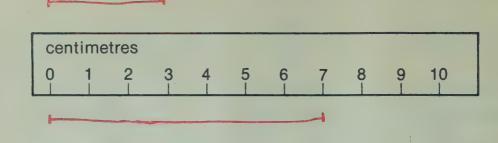
2000 c 2 km =m

d 300 cm =

- 3. Ring the longer measurement.
 - a 1 mm or 1 cm
 - c 10 cm or 1 m
 - e 30 m or 1 km
 - g 5 mm or 1 cm
 - i 1 mm or 1 m ©1976, SRA

- **5** 1 cm or 1 m
- d 1 m or 1 km
- f 10 m or 1 km
- h 300 cm or 1 m
- 1 km or 1 cm

- 1. Draw a segment the length of each measurement.
 - a 3 cm



- **b** 7 cm
- **c** 4 cm
- 1. Ring the shorter measurement.
 - a 2 cm or 1 km
 - c 100 cm or 10 m
 - e 500 m or 1 km
 - g 60 mm or 4 cm
 - i 1 mm or 1 km
 - k 10 m or 10 km
 - m 6 m or 300 cm
 - o 700 cm or 1 m

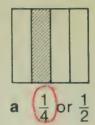
- b 1 cm or 1 mm
- d 10 mm or 5 cm
- f 1 m or 1 cm
- h 200 cm or 4 m
- j 10 m or 1 km
- I 10 mm or 10 cm
- n 1000 mm or 10 cm

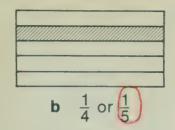
- 2. Ring the shortest measurement.
 - a 1 km 10 m 100 cm
 - d 2 cm 2 m
 - g 10 mm 100 cm 1000 m

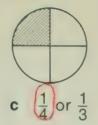
- b 1 cm 1 m 100 mm
- e 16 km 10 m
- h 10 km 100 m 300 cm

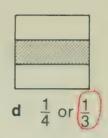
- c 100 cm 100 m 100 km
- 30 mm 200 cm

1. Ring the fraction that tells how much of the whole is shaded.

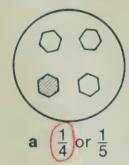


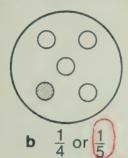


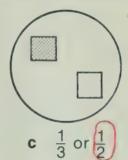




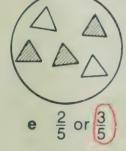
2. Ring the fraction that tells what fraction of the total is shaded.

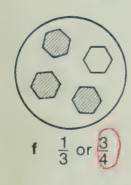


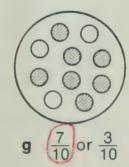


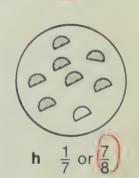




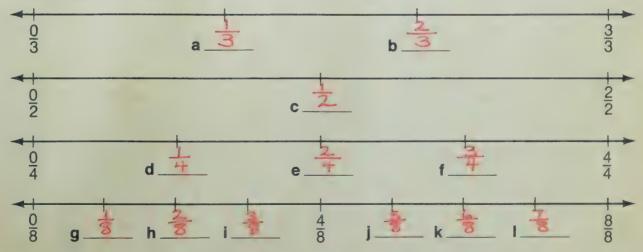








3. Complete the number lines.



4. Ring denominators of 3.

34

3

<u>3</u> 5

3

Write > or < in each ring.

а



b

$$\frac{1}{3}$$
 $\frac{1}{4}$

C

$$\frac{1}{3}$$
 $\frac{1}{6}$

d

$$\frac{1}{2}$$
 $\frac{1}{8}$

е



2.
$$\frac{1}{2}$$
 $\frac{1}{4}$

$$\frac{1}{2}$$
 $\frac{1}{6}$

$$\frac{1}{3}$$
 $\frac{1}{8}$

$$\frac{1}{4}$$
 $\frac{1}{6}$

$$\frac{1}{8}$$

3.
$$\frac{1}{6}$$

$$1 \bigcirc \frac{1}{6}$$

$$\frac{1}{3}$$

$$1\left(\right)\frac{1}{8}$$

$$\frac{1}{6}$$

4.
$$\frac{1}{3}$$
 0

$$0\left(\frac{1}{6}\right)$$

$$\frac{1}{4}$$

$$\frac{1}{3}$$

$$\frac{1}{8}$$



$$\frac{1}{4}$$

6. Each of these strips is 1 unit. Use the strips to complete the fraction names.

		1/3			
2	4	1			

$$\frac{2}{6} = \frac{1}{3} \quad \boxed{\frac{1}{6}}$$

$$\frac{3}{9} = \frac{1}{3} \frac{1}{9}$$

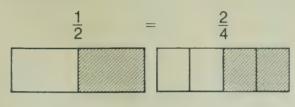
$$\frac{1}{12} = \frac{1}{3} \left[\frac{1}{12} \right]$$

$$\frac{1}{8} = \frac{9}{12} \left[\frac{1}{8} \right]$$

$$\frac{3}{4} = \frac{9}{12} \frac{1}{4}$$

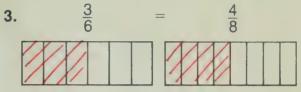
Shade the models to show that the fractions are the same size.

Example

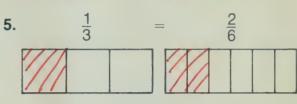


1. $\frac{1}{2} = \frac{4}{8}$

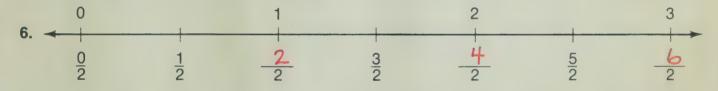
2. $\frac{1}{2} = \frac{3}{6}$

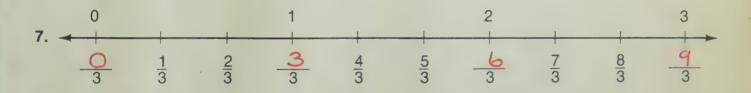


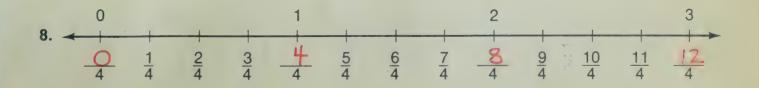
4. $\frac{1}{4} = \frac{2}{8}$

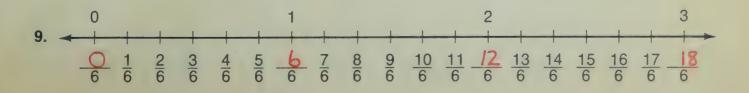


Complete each number line.

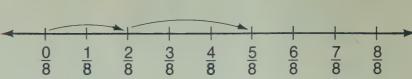




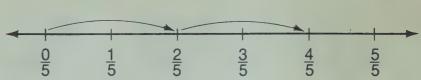




Write the addition problem shown on each number line.



3.
$$\frac{2}{5} + \frac{2}{5} = \frac{1}{5}$$



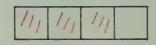
Add. Shade the model to show your answer.

Example

$$\frac{2}{6} + \frac{1}{6} = \frac{3}{6}$$



4.
$$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$$



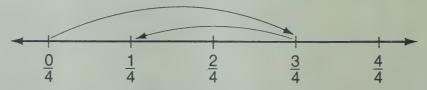
5.
$$\frac{3}{8} + \frac{4}{8} = \frac{3}{8}$$

6.
$$\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$$

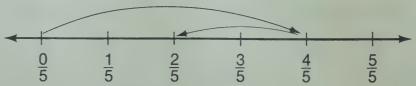


Write the subtraction problem shown on each number line.

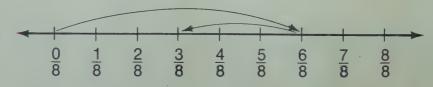
7.
$$\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$$











Subtract.

a

10.
$$\frac{7}{8} - \frac{2}{8} = \frac{5}{8}$$

$$\frac{3}{5} - \frac{2}{5} = \frac{1}{5}$$

C

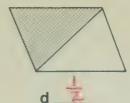
$$\frac{5}{6} - \frac{3}{6} = \frac{2}{6}$$

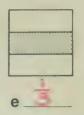
1. What fraction of the whole is shaded?













- 2. Write >, <, or = in each ring.

- 3. Add. Use the number line if you need it.
 - a $\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$







c $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

, **b** $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

- 3|3

- $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$ or $\frac{1}{2}$

- 4. Subtract. Use the number line if you need it.
 - **a** $\frac{5}{8} \frac{2}{8} = \frac{3}{8}$



- $c \frac{5}{6} \frac{2}{6} = \frac{3}{6}$

5. Ring denominators of 5.

Mark X on numerators of 5.

Find the missing factor.

1.
$$4 \times 6 = 24$$

b

$$5 \times 6 = 30$$

$$2 \times b = 12$$

d

$$4 \times 8 = 32$$

2.
$$6 \times 3 = 18$$

$$4 \times 5 = 20$$

$$8 \times 7 = 56$$

3.
$$3 \times 9 = 27$$

$$2 \times 2 = 4$$

$$\frac{4}{1} \times 3 = 12$$

$$7 \times 6 = 42$$

4.
$$8 \times 2 = 16$$

$$5 \times 9 = 45$$

$$7 \times 2 = 14$$

$$3 \times _{7} = 21$$

5.
$$6 \times 8 = 48$$

$$6 \times 6 = 36$$

$$8 \times 8 = 64$$

$$8 \times 3 = 24$$

6.
$$9 \times 7 = 63$$

$$5 \times 7 = 35$$

$$9 \times 6 = 54$$

$$7 \times 8 = 56$$

7.
$$9 \times 4 = 36$$

$$7 \times 6 = 42$$

$$5 \times 9 = 45$$

$$8 \times 9 = 72$$

$$9 \times _{9} = 81$$

$$\frac{4}{}$$
 × 7 = 28

$$7 \times 7 = 49$$

Complete.

9. 12 in all. 2 trays. How many in

 $2 \times 6 = 12$ each tray?

11. 15 in all.

3 trays. How many in

each tray?

 $3 \times 5 = 15$

10. 8 in all.

4 trays.

How many in

 $4 \times 2 = 8$ each tray?

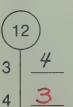
12. 18 in all.

2 trays.

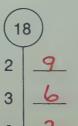
How many in

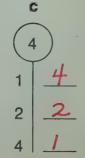
 $2 \times 9 = 18$ each tray?

13. Find the missing factor.

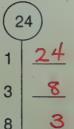


b

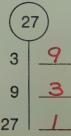




d



e



1. Complete each division sentence and each missing-factor sentence.

Example

$$8 \div 2 = \frac{4}{2}$$
$$2 \times \frac{4}{2} = 8$$

a
$$9 \div 3 = 3$$

b
$$10 \div 5 = 2$$

$$5 \times 2 = 10$$

c
$$12 \div 4 = 3$$

d
$$54 \div 6 = 9$$

$$6 \times 9 = 54$$

e
$$21 \div 3 = 7$$

$$3 \times _{-7} = 21$$

$$f 64 \div 8 = 8$$

$$8 \times 8 = 64$$

$$\mathbf{g} \ \ 25 \div 5 = \underline{5}$$

$$5 \times 5 = 25$$

h
$$72 \div 9 = 8$$

$$4 \times 7 = 28$$

$$5 \times 9 = 45$$

$$k \ 36 \div 4 = 9$$

$$4 \times \underline{9} = 36$$

2. Complete each missing-factor sentence. Write each one as a division sentence.

Example

$$8 \times \underline{2} = 16$$

$$a \ 2 \times 2 = 4$$

d
$$8 \times 5 = 40$$

b
$$3 \times 2 = 6$$

$$e - b \times 3 = 18$$

$$\frac{1}{9} \times 3 = 27$$

 $c + \times 4 = 16$

16 ÷ 4 = 4

$$g \ 2 \times 8 = 16$$

$$h = 5 \times 4 = 20$$

$$\frac{8}{1} \times 4 = 32$$

$$k \quad 5 \times \underline{3} = 15$$

3. Arrange the symbols in each set to make a division sentence.

a
$$\frac{48 \div 6 = 8}{6 \times 8 = 6}$$

b
$$21 \div 3 = 7$$

c
$$30 \div 6 = 5$$

or $30 \div 5 = 6$

1.	Cou	nt	hv	25	to	18
	-	116	\sim y	20	·	10.

2, 4, 6, 8, 10, 12, 14, 16, 18

2. Count by 5s to 45.

5, 10, 15, 20, 25, 30, 35, 40, 45

3. Count by 8s to 72.

8, 16, 24, 32, 40, 48, 56, 64, 72

4. Count by 6s to 54.

6, 12, 18, 24, 30, 36, 42, 48, 54

5. Count by 3s to 27.

3, 6, 9, 12, 15, 18, 21, 24, 27

6. Count by 7s to 63.

7, 14, 21, 28, 35, 42, 49, 56, 63

7. Count by 4s to 36.

4, 8, 12, 16, 20, 24, 28, 32, 36

8. Count by 9s to 81.

9, 18, 27, 36, 45, 54, 63, 72, 81

Your completed work above can help with these problems.

a b c

9. How many How many How many So in 16? 4s in 28? 1 3s in 12? 4 5s in 35? 7

d

 10. How many
 How many
 How many
 How many
 How many
 9s in 27?
 9s in 27?
 3

 11. How many
 How many
 How many
 How many

 7s in 49?
 7
 9s in 81?
 9
 4s in 20?
 5
 8s in 8?
 1

1. Write each division problem in computational form.

Example

d
$$24 \div 3$$
 3)24

 $32 \div 8$

h $63 \div 9$

2. Write each problem using the ÷ symbol.

Example

f 12 ÷ 4

3. Who made the best guess for each problem? Ring the person's name.

Bill guessed 3 7s in 35.

Bob guessed 4 7s in 35.

Sally guessed 5 7s in 35.

c 9)36

Bill guessed 7 9s in 36.

Bob guessed 5 9s in 36.

Sally guessed 4 9s in 36.

b 3 121

Bill guessed 6 3s in 21.

Bob guessed 7 3s in 21.

Sally guessed 8 3s in 21.

d 8)56

Bill guessed 7 8s in 56.

Bob guessed 6 8s in 56.

Sally guessed 9 8s in 56.

Complete these division problems. Don't forget to put the answer in the right place.

4. 2)6

2)18

6 36

6)54

4 724

5. 6)42

7)21

8)72

7)49

8 132

6. 7)14

7)56

8)48

9)18

9)45

7. 9 727

7)63

7 142

0 16

9 17 2

Divide.

1. 6 124

b

4 18

d

6)12

2. 3 112

6)36

5 145

3. 8) 4 0

7)21

8) 5 6

9 163

1. There were 12 toy cars.

a If 2 toy cars were placed in each box, how many boxes would there be?









b If 3 toy cars were placed in each box, how many boxes would there be?











c If 4 toy cars were placed in each box, how many boxes would there be?











2. There were 28 toy airplanes.

a If 5 toy airplanes were placed in each box, how many boxes would there be?





b If 6 toy airplanes were placed in each box, how many boxes would there be?



दिने दिने दिने दिने

c If 7 toy airplanes were placed in each box, how many boxes would there be?



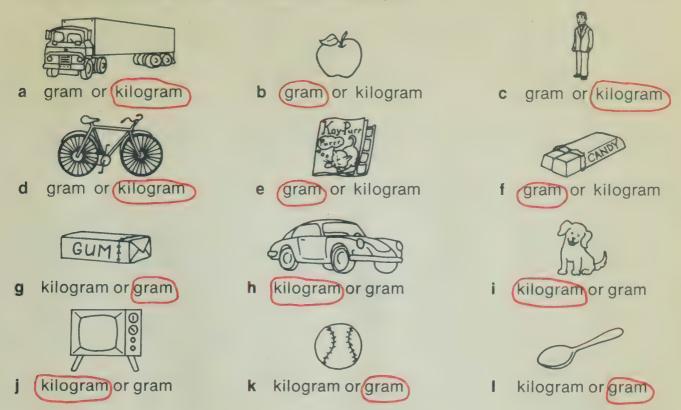
مراع مراع مراع

3. There were 32 toy ships.

a If 8 toy ships were placed in each box, how many boxes would there be?

b If 32 toy ships were placed in each box, how many boxes would there be?

1. Ring the unit you would use to measure each object.



- 2. Ring the unit you would use to measure the mass of each object.
 - a a boat
 - **b** a pencil
 - c a desk
 - d an egg
 - e a clock
- 3. Draw a picture of something whose mass could be measured in kilograms.

Drawings will vary.

- gram or kilogram
 gram or kilogram
 gram or kilogram
 gram or kilogram
 gram or kilogram
- 4. Draw a picture of something whose mass could be measured in grams.

Drawings will vary.

1. Ring the heavier one.

a 1 kg or 1 g

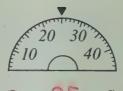
b 2 kg or 1000 g

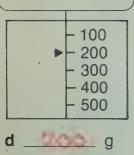
c 1 kg or 2000 g

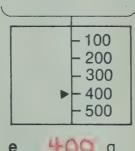
2. What mass does each scale show?



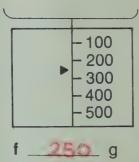








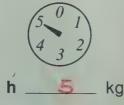
400 g







_ kg







kg



1. Ring the unit you use to measure each object.



a kilogram or gram



b kilogram or gram



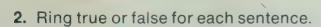
c kilogram or gram



e kilogram or gram



f (kilogram or gram



kilogram or gram

a Your mass is measured in kilograms.

b A gram is heavier than a kilogram.

c 2 kg of rocks have a greater mass than 2 kg of feathers.

d You use grams to measure the mass of a dog.

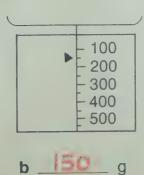
e 1 g is the same as 10 kg.

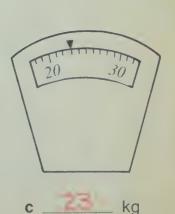
true or false

3. What mass is shown on each scale?

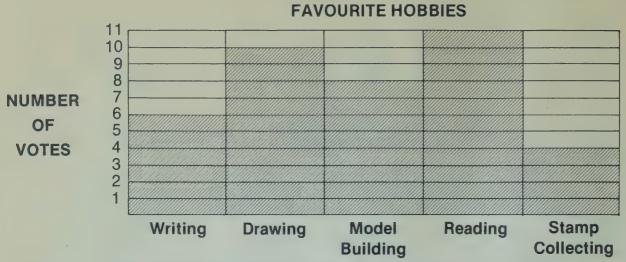


a _______ g





Fred made a graph to show what the favourite hobbies were of the boys and girls in his class.



1. Write the number of votes the graph shows for each hobby.

a writing _

b drawing 10

c model building

d reading ______

e stamp collecting 4

2. How many voted for their favourite hobbies? 39

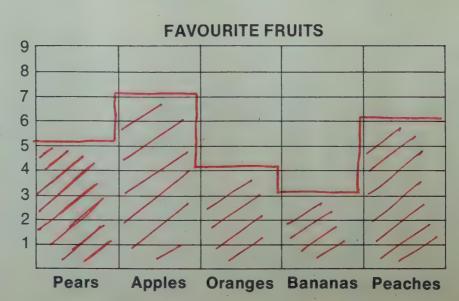
3. What hobby got the most votes? Reading

4. What was the title of Fred's graph? Fovourite Hobbies

5. Fred made this tally chart showing the class's favourite fruits. Use the tally chart to complete the graph.

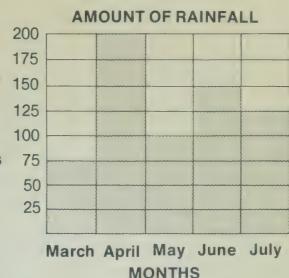
te Fruits
7111
144 11
////
///
11111

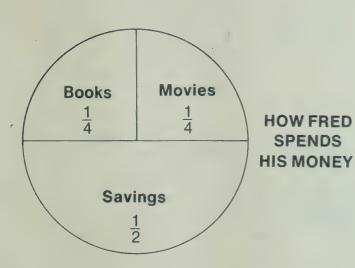
NUMBER OF **VOTES**



- 1. In what month did it rain 75 mm? March
- 2. How many millimetres did it rain in July? 125 mm

Rainfall in millimetres

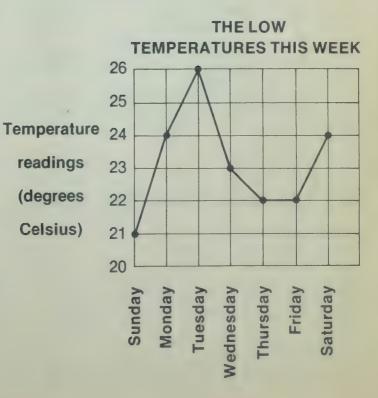




- 3. What fraction of his money did Fred spend on books and movies?
- 4. What fraction of his money did Fred save?

5. What was the low temperature Tuesday? 26°C

- 6. What was the lowest temperature of the week? 21°C
- 7. What day had the lowest temperature? Sunday



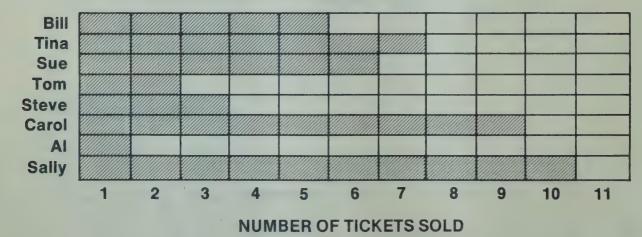
Use the calendar to answer each question.

- 1. What month is shown on this calendar?

 January
- 2. What year is shown? 1994
- 3. What day of the week will January 1 be? Saturday
- 4. What day of the week will January 20 be? Thursday
- 5. What day of the week will February 1, 1994 be? Tuesday

1994	4		Janua	ry		1994
S	M	Т	W	Т	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

TICKETS SOLD BY BILL AND HIS CLASSMATES



- 1. Look at the graph. Answer these questions.
 - a Who sold the most tickets? Solly
 - c Does the graph tell how many people sold tickets?
 - e How many tickets
 did Sue sell?

- b Who sold the least tickets?
- d Does the graph tell who bought the tickets?
- f How many tickets
 did Tom sell?

Write the time shown by each clockface.

1. Example



3.00



c 8 : 2 0



f 10:10



a 8:00



d 2:50



g 6:05



b 12:00



e 3:35



h 11:25

Draw the clock's hands to show each time.

2.



a 5:00



d 7:05



b 8:30



e 3:55



c 6:35



f 2:40

1. Ring the right answer.

Example

How many minutes in an hour?

24 or (60)

c How many minutes in three quarters of an hour?

30 or 45

a How many hours in a day?

24 or 60

d How many minutes in a quarter of an hour?

(15) or 12

b How many minutes in a half hour?

30 or 45

e When you get up in the morning is it

a.m. or p.m.?

2. You may use the clock to answer these.

a From 1:00 to 1:10 it is ____ minutes.

b From 3:00 to 3:40 it is ______ minutes.

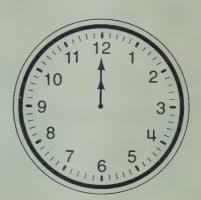
c From 2:45 to 3:00 it is _______ minutes.

d From 1:50 to 2:10 it is ______ minutes.

e From 4:10 to 5:05 it is _____55 __minutes.

f From 8:20 to 9:20 it is ______ minutes.

g From 3:45 to 4:35 it is ______ minutes.



- 3. Sue was to be home at 5:00 p.m. She got home at 5:45 p.m. How many minutes was she late?
- 5. Al had to work 1 hour.

 He started at 5:00 p.m.

 What time did he finish?
- 4. He left at 3;10 p.m.

 He got there at 3:55 p.m.

 How many minutes did

 it take to get there?

6. Rita had to work 1 hour.

She started at 8:45 a.m.

What time did she finish? 4:45 a.m.

7. Look at this bus schedule. It takes a bus 45 minutes to make a trip. Write the time each bus should arrive.

a Bus leaves at 7:00 a.m.

b Bus leaves at 8:40 a.m.

c Bus leaves at 6:45 p.m.

d Bus leaves at 10:40 p.m.

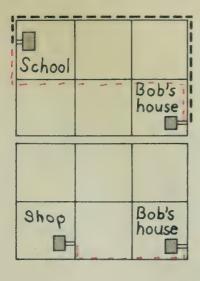
Bus arrives at 7:45 a.m.

Bus arrives at 9:25 a.m.

Bus arrives at 1:30 p.m.

Bus arrives at 11:25 p.m.

1. This is a map of Bob's neighbourhood. Each square equals one square block. The heavy dotted line shows the way Bob walks to school.



- a Draw a different way for Bob to walk to school. (Be sure to stay on the sidewalk.)
- b Is your way to school shorter than Bob's? C.5
- c This is another map of Bob's neighbourhood. Draw the shortest way for Bob to walk to the shop. (Remember, stay on the sidewalk.)
- 2. Bob wants to buy several items. He wants to get the most for his money. Mark from which shop he should buy each item. You may use the chart at the right if you need help.

1 m = 100 cm1 l = 1000 ml1 kg = 1000 g1 km = 1000 m

Shop X

- a 500 ml of apple juice, 15¢
- **b** 2 l of orange juice, 61¢
- c 125 cm of kite string, 21¢
- d 500 g of nuts, 99¢
- e 150 cm of rope, 87¢

Shop Y

- 1 ℓ of apple juice, 32¢
- 2 & of orange juice, 60¢
- 1 m of kite string, 21¢
- 250 g of nuts, 59¢
- 2 m of rope, 87¢

Bob should buy from

C

Complete each sentence to make it true.

3. $2\ell = 2000$ ml

1000 ml = _____

4.
$$5 \text{ kg} = 5000 \text{ g}$$

5.
$$3 \text{ km} = 3000 \text{ m}$$

6.
$$300 \text{ cm} = 3 \text{ m}$$

b

4000 ml



2000

а	=	2
9		

kg

km

 $2 \text{ m} = \frac{200 \text{ cm}}{100}$

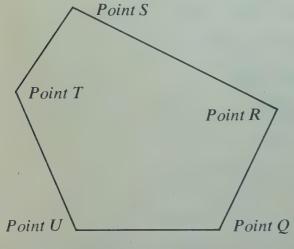
m

2000 m =

Add.

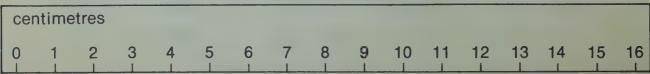
Example

1. Measure the distances. Use your centimetre rule. If you don't have one, cut out the rule at the bottom of the page.



About how many centimetres between each pair of points?

- a Q and R 3
- **b** Q and S $\frac{7}{}$
- c Q and T
- **d** Q and U
- e R and S
- f R and T = 7
- g R and U
- h R and Q = 3
- i S and T 3
- j S and U b
- k S and Q = 7
- I S and R b



Write which unit is the right one. metres or centimetres

1. Janice's height

117 centimetres

2. a door's height

245 centimetres

3. a room's length

5 metres

1. Write the time each clockface shows.









a 11:00

b 7:30

c |:15

d_8:45

2. They had to work 45 minutes.

b Mary started at 4:30 p.m. When did she finish? ____5115 p.m.

c Sally started at 8:15 p.m. When did she finish? 9:00 p.m.

3. Answer these questions.

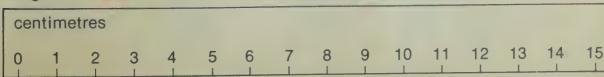
a 10 m and 29 m more. How many metres in all? ___39 m__

b 6 mm and 15 mm more. How many millimetres in all? 21 mm

4. Measure the length and width of this page. Use your centimetre rule.

Cut out the rule below if you do not have one. Accept reasonable answers.

length 28 cm width 21 cm



1. Write the missing odd numbers.

2. Write the missing even numbers.

3. Ring the odd number in each pair.

5. Try these to check your answer in problem 4.

6. When you add even numbers, are your answers odd or even? CVen

7. Try these to check your answer in problem 6.

8. When you add one even number and one odd number,

is your answer even or odd?

9. Try these to check your answer in problem 8.

- 1. When you subtract even numbers, is your answer odd or even? even?
- 2. Try these to check your answer in problem 1.

12 - 4 - 8 64 - 22 +2

82 - 6

464 - 28 436

f

- 4. Try these to check your answer in problem 3.

a 11 - 5

137 - 51

735 - 579

f

- 5. When you subtract odd from even, is your answer odd or even?
- 6. Try these to check your answer in problem 5.

16 - 7

62 - 51

824 - 37

f

- 7. When you subtract even from odd, is your answer odd or even?
- 8. Try these to check your answer in problem 7.

13 - 8

37 - 26

71 - 8 - 63

931 -684 247

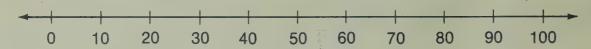
9. Just work the problems that will have odd answers.

642 -357 285

579 - 395 884

d

e 155 - 68 1. Ring the correct answer. Use the number line if you need help.



- a Is 21 closer to 20 or 30?
- **c** Is 89 closer to 80 or 90?
- e Is 36 closer to 30 or 40?
- g Is 77 closer to 70 or 80?

- **b** Is 33 closer to 30 or 40?
- d Is 64 closer to 60 or 70?
- f Is 48 closer to 40 or 60?
- h Is 86 closer to 80 or 90?
- 2. Write your guess for each problem.

3. First write your guess.

Then find out how close your guess is to the real answer.

4. You can do the same thing with subtraction. Try these.

5. Try these. Find out how close your guess is to the real answer.

Multiply.

a

1. 5 × 3 15 0 × 8 2 ×3 6

6 ×2 12

f

g

2. 7 ×8 56

8 ×3 24

3. 70 × 2 140

Try these.

4.

a

b

37

C

d

е

f

25 300 325 59 × 7

350 413

88 × 6 -4% +80 -528

Now try these.

a

6. $5 \times 2 \times 7 = 70$

 $\begin{array}{cc}
5 & 10 \\
\times 2 & \times 7 \\
\hline
10 & 70
\end{array}$

7. 6 × 2 × 7 = 84 6 12 ×2 ×7

8. $3 \times 5 \times 7 = 105$ 3. 15 $\times 5 \times 7$ 15. 105 b

4 × 3 × 5 = _60_

¥ 12 ×3 ×5 12 60

 $1 \times 8 \times 9 =$

1 8 × 5 × 9 77.

 $5\times4\times6=\underline{120}$

5 20 x4 <u>x6</u> 20 120 C

2 × 4 × 6 = 48 4 8 × 7 × 6

 $3 \times 9 \times 2 = 54$ $3 \quad 27$ $9 \quad \times 2$

6 × 8 × 4 = 197 6 × 8 × 4 = 197 Multiply and divide.

C

a

Write two division problems for each multiplication problem. Solve your division problems.

7.

b

b

9.

10.

8.

11.

12.

13. Write a multiplication problem and two division problems for each set of number tiles.

a

32

4

$$\frac{8}{\text{or } 4} \times \frac{4}{8} = \frac{32}{32}$$

b

30

- 5

$$\frac{6 \times 5}{\text{or } 5 \times 6} = \frac{30}{30}$$

1. Sue's club kept a record of how many pages they read in their library books. Complete the chart to show how many pages each member read each day.

Member	Total pages read	Number of days they read	Number of pages read each day
Sue	54	9	a 6
Pam	36	6	b 6
Tom	21	3	c 7
Bill	56	7	d g
Larry	24	8	e 3
Pat	40	5	f 8
Jo	48	6	g 🐉

- 2. Estimate to answer these questions about Bill's family. There are 6 people in Bill's family.
 - a Bill's mother bought 14 cards. Could each person in Bill's family have 2 cards?
 - c Bill bought 17 apples.
 Could each member of Bill's
 family have 3 apples?
- b They went to a fair. Bill's father bought 34 ride tickets. Could each person in the family have 5 tickets?
- d Bill drew 5 pictures.
 Could each member of Bill's
 family have 1 picture?

- 3. If each box holds 8 balls
 - a Will 16 balls fill 2 boxes?
 - c Will 50 balls fill 7 boxes? No
 - e Will 75 balls fill 9 boxes?
- **b** Will 30 balls fill 5 boxes? No...
- d Will 60 balls fill 8 boxes? No
- f Will 25 balls fill 3 boxes?

- 4. a Each box holds
 5 balls. How many
 boxes will 25
 balls fill?
- b Each box holds 4 balls. How many boxes will 36 balls fill?
- c Each box holds 6 balls. How many boxes will 30 balls fill?

Divide.

7. Look at the example. Then complete the division problems.

Example

8. Try these. Be careful.

Compute.

a

b

C

d

е

f

Multiply.

a

b

С

d

е

53

Divide.

a

b

С

d

е

f

Tell which unit is the right one.

7. a room's width

8. Tom's height

9. an apartment building's height

metres or centimetres

120 centimetres

15 metres

1. Show you remember the numbers between 196 and 205.

196, 197, 198, 199, 200, 201, 202, 203, 204, 205

2. Show you remember the numbers between 1496 and 1502.

1496, 1497, 1498, 1499, 1500, 1501, 1502

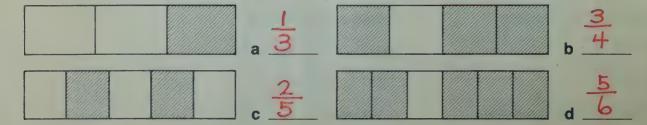
3. Show how well you know how to add.

4. Show how well you know how to subtract.

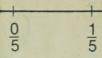
$$\begin{array}{r} d & 609 \\ -315 \\ \hline 294 \end{array}$$

5. Multiply.

6. What fraction is shaded in each of these figures?



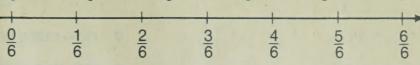
1. Try adding fractions. Use the number line if you need help.



3 5

b
$$\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$$

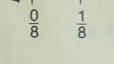




$$c \frac{2}{7} + \frac{3}{7} = \frac{5}{7}$$

$$\frac{2}{7}$$
 $\frac{3}{7}$ $\frac{4}{7}$ $\frac{5}{7}$ $\frac{6}{7}$

d
$$\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$$



3/8

2. Use the symbols >, <, and = to make these sentences true.

a 3962 (=



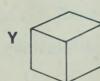






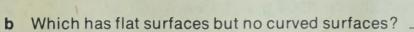
$$e (4+2) + 5 = 4 + (2+5)$$

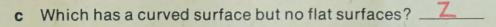
3. Look at these shapes.





Which has both flat and curved surfaces?





4. Look at these plane figures.



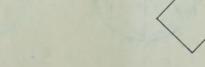


How many sides?

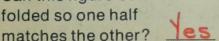
folded so one half



How many corners?



Can this figure be



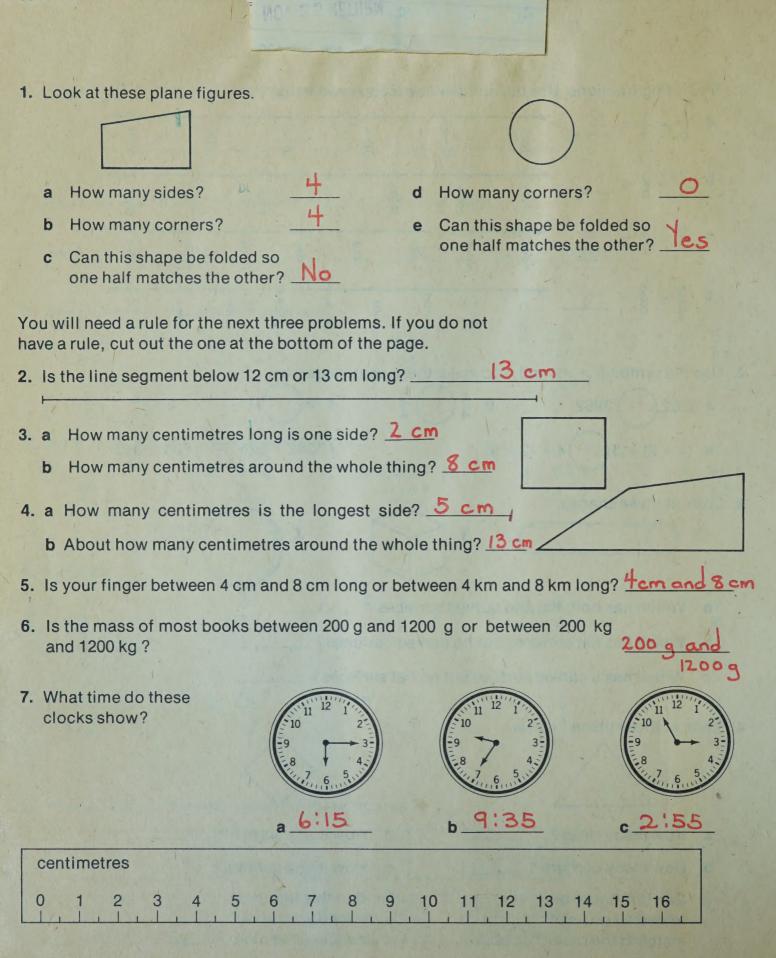
How many sides?



How many corners?



Can this figure be folded so one half matches the other?



QA 107 S42 1974 LEV=3 PR=SHTS= TCH=ED= SCIENCE RESEARCH ASSOCIATES SRA MATHEMATICS LEARNING 39185871 CURR



indicates a Checkout page.

• indicates a Progress Check page.

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B16533

M. Vere DeVault Helen Frehmeyer Herbert J. Greenberg

Reorder No